Standard Five Portfolio Assessments

Abby Harnack

Assessment 1: Selected Response Pre-Test (Plants Pre-Assessment and Answer Key)

Kindergarten Science (Plants)

Students will be able to use observations to describe patterns of

what plants need to survive with 93% accuracy.

Assessment 2: Exit Slip/Self-Assessment

Fifth Grade Mathematics (Measurement Conversion)

Students will be able to correctly answer a word problem

requiring measurement conversion.

Assessment 3: Homework Assignment

Fifth Grade Mathematics (Classifying Two-Dimensional Figures)

Students will be able to correctly identify the characteristics of

four different two-dimensional figures.

Assessment 4: Selected Response Post-Test (Plants Post-Assessment and Answer Key)

Kindergarten Science (Plants)

Students will be able to use observations to describe patterns of

what plants need to survive with 93% accuracy.

Assessment 5: Project (Habitat Diversity Project and Rubric)

Second Grade Science (Habitats)

Students will be able to find similarities and differences between

living things found in two different habitats in order to earn

nine points on a rubric.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Are plants living things? Yes No
2. Circle the plant(s) that are healthy. Cross out the plant(s) that are unhealthy.



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**The Parts of a Plant**

1. Color the stem green.

Color the petals orange.

Color the roots brown.

1. Write the letter Y if the picture is something a plant needs.

Write the letter N if the picture is something not needed by a plant.



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1. Match the plant part to the picture it uses to do its job.













Galatians 6:7 – “A man reaps what he sows.”

This pre-assessment is to be given orally.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Are plants living things? (2 points) Yes No
2. Circle the plant(s) that are healthy. Cross out the plant(s) that are unhealthy. (3 points)





**The Parts of a Plant**

1. Color the stem green.

Color the petals orange.

Color the roots brown.

(3 points)

1. Write the letter Y if the picture is something a plant needs.

Write the letter N if the picture is something not need by a plant.

(5 points)



**N**

**Y**

**Y**

\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_





**N**

**Y**

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\_\_\_\_\_\_\_\_\_\_\_

1. Match the plant part to the picture it uses to do its job. (2 points)













Galatians 6:7 – “A man reaps what he sows.”

Exit Slip

I CAN convert measurements to correctly solve word problems.

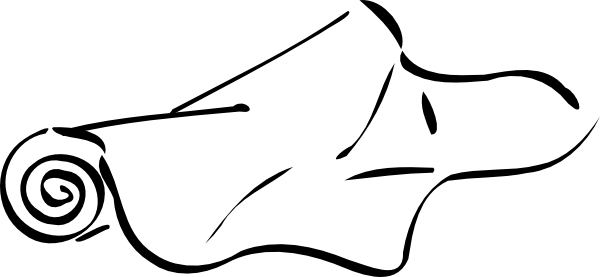
Antonio needs to buy 9 feet of fabric for a school project. When he gets to the fabric store, the woman explains that the fabric costs $2.28 per yard. After looking in his wallet, Antonio realizes he only has $6.75. He decides to walk back home to get more money. Did Antonio need to walk home for more money? Show your work and explain your reasoning.

Self –Assessment Key:

Color the fabric **red** if you do not know how to complete any of the steps to find the answer.

Color the fabric **yellow** if you know how to complete some of the steps to find the answer.

Color the fabric **green** if you know how to complete all of the steps to find the answer.

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjfrvuKrYzMAhWFtoMKHbtJAe4QjRwIBw&url=http://www.clker.com/clipart-24802.html&bvm=bv.119408272,d.amc&psig=AFQjCNEdUi_yE_AlDBZkMfovauRPFB_Csg&ust=1460662226424913)

Not Meeting –

The student leaves the exit slip blank.

OR

The student fails to use or complete the appropriate steps to find the answer.

Meeting –

The student uses all of the appropriate steps to find the answer. The student states that Antonio did need to walk home for more money. The student may have a few computation errors as long as the correct steps were followed. The student may not fully explain their reasoning. The majority of work is shown.

Exceeding –

The student uses all of the appropriate steps to find the answer. The student states that Antonio did need to walk home for more money. The student has no computation errors. The student fully and correctly explains their reasoning. All work is shown.

Shapes Homework Assignment

Fill in the chart below. By completing this assignment, you will become familiar with the differences and similarities between shapes. You must find five different objects in or outside your house representing five different shapes. You may draw the object or attach a picture of the object to this chart. Be sure to include the room in which you found the object and the characteristics of the shape. Be specific! You may find any of the following shapes: circle, oval, square, triangle, polygon, parallelogram, rhombus, and trapezoid. Be prepared to discuss this assignment with your peers.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Room** | **Object** | **Drawing/Picture** | **Shape** | **Characteristics** |
| EXAMPLE:  Bathroom | Mirror | [http://www.jambopay.co/wp-content/uploads/2014/06/Big-Mirror-With-Golden-Frame-In-Bathroom.jpg](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjszY6xt5nMAhVjs4MKHZtgCbQQjRwIBw&url=http://www.jambopay.co/13504-9-extraordinary-bathroom-mirror-framing-image-ideas/big-mirror-with-golden-frame-in-bathroom/&psig=AFQjCNE8ru20eFUh1YjVT4g50U2rW6B2hA&ust=1461111696618138) | Rectangle | Two pairs of parallel lines opposite of each other  Four right angles |
|  |  |  |  |  |
|  |  |  |  |  |
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|  |  |  |  |  |
|  |  |  |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Are plants living things? (2 points) Yes No
2. Circle the plant(s) that are healthy. Cross out the plant(s) that are unhealthy. (3 points)





**The Parts of a Plant**

1. Color the stem green.

Color the petals orange.

Color the roots brown.

(3 points)

1. Write the letter Y if the picture is something a plant needs.

Write the letter N if the picture is something not needed by a plant. (5 points)





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\_\_\_\_\_\_\_\_\_\_\_

1. Match the plant part to the picture it uses to do its job. (2 points)











Galatians 6:7 – “A man reaps what he sows.”

This post-assessment is to be given orally.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Are plants living things? (2 points) Yes No
2. Circle the plant(s) that are healthy. Cross out the plant(s) that are unhealthy. (3 points)





**The Parts of a Plant**

1. Color the stem green.

Color the petals orange.

Color the roots brown.

(3 points)

1. Write the letter Y if the picture is something a plant needs.

Write the letter N if the picture is something not needed by a plant. (5 points)





**Y**

**Y**

**N**

\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_





**Y**

**N**

\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_

1. Match the plant part to the picture it uses to do its job. (2 points)











Galatians 6:7 – “A man reaps what he sows.”

Habitat Diversity Project

I CAN find similarities and differences between the living things found in two different habitats by observing the plants and animals in each habitat. (2-LS4-1)

You will create a product that answers the following question – **What are the similarities and differences between the living things (plants and animals) found in two different habitats?** You will be given the freedom to choose which two habitats you wish to compare. You may choose to create a poster-sized drawing or a diorama for your project. Whether you draw or create a model, you must include some of the different types of plants and animals found in each habitat. For your project, you must include a written description that helps explain your product. This description must include the similarities and differences between the living things found in your two selected habitats.

Project Steps:

Choose two habitats –

* Forests
* Grasslands
* Deserts
* Wetlands
* Arctic Tundra

Choose product type –

* Poster-Sized Drawing
* Diorama

Research the types of plants and animals found in each habitat. Make use of the provided print and online resources.

Meet with me to discuss plan for project.

Create the product. Don’t forget to include both habitats.

Turn in the product for feedback before continuing.

Write description. Peer review three written descriptions.

Share project during class museum exhibit.

Habitat Diversity Project Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **4**  **Exemplary** | **3**  **Proficient** | **2**  **Progressing** | **1**  **Not Meeting** |
| Content | **6-8** different types of correct plants and animals for each habitat are included within the product AND the similarities and differences between the living things in the two different habitats are **fully** explained in the description | **4-5** different types of correct plants and animals for each habitat are included within the product AND the similarities and differences between the living things in the two different habitats are **fully** explained in the description  OR  **6-8** different types of correct plants and animals for each habitat are included within the product AND the similarities and differences between the living things in the two different habitats are **partially** explained in the description | **2-3** different types of correct plants and animals for each habitat are included within the product AND the similarities and differences between the living things in the two different habitats are **fully** explained in the description  OR  **4-5** different types of correct plants and animals for each habitat are included within the product AND the similarities and differences between the living things in the two different habitats are **partially** explained in the description  OR  **6-8** different types of correct plants and animals for each habitat are included within the product AND the similarities and differences between the living things in the two different habitats are **barely or not at all** explained in the description | **0-1** different types of correct plants and animals for each habitat are included within the product AND the similarities and differences between the living things in the two different habitats are **fully, partially, barely** or **not at all** explained in the description  OR  **2-3** different types of correct plants and animals for each habitat are included within the product AND the similarities and differences between the living things in the two different habitats are **partially, barely, or not at all** explained in the description  OR  **4-5** different types of correct plants and animals for each habitat are included within the product AND the similarities and differences between the living things in the two different habitats are **barely or not at all** explained in the description |
| Organization & Originality | Product is **completely** organized; product reveals **strong** originality | Product is **mostly** organized; product reveals **moderate** originality  OR  Product is **completely** organized; product reveals **limited** originality  OR  Product is **partially** organized; product reveals **strong** originality | Product is **partially** organized; product reveals **limited** originality  OR  Product is **mostly** organized; product reveals **no** originality  OR  Product is **lacking** organization; product reveals **moderate** originality | Product is **lacking** organization; product reveals **no** originality |
| Requirements | Student met **four** of the project requirements (planning meeting, feedback checkpoint, peer reviewing, and project sharing) | Student met **three** of the project requirements (planning meeting, feedback checkpoint, peer reviewing, and project sharing) | Student met **two** of the project requirements (planning meeting, feedback checkpoint, peer reviewing, and project sharing) | Student met **one** or **none** of the project requirements (planning meeting, feedback checkpoint, peer reviewing, and project sharing) |

The chart to the left reveals the letter grade you will receive based on the number of points you earn.

|  |  |
| --- | --- |
| **Points Earned** | **Grade** |
| 12 | A+ |
| 11 | A |
| 10 | A- |
| 9 | B+ |
| 8 | B |
| 7 | B- |
| 6 | C+ |
| 5 | C |
| 4 | C- |
| 3 | D |

Forests –

Animals: Black Bear, Garter Snake, Red Fox, Three-Toed Woodpecker, and Mole

Plants: Blue Spruce Tree, Gamble Oak Tree, Cottonwood Tree, Moss, Ferns, and Wildflowers

Grasslands –

Animals: Aardvark, African Buffalo, Anteater, Antelope, Anaconda, and Bison

Plants: June Grass, Purple Coneflower, Milkweed, Indian Grass, and Stinging Nettle

Deserts –

Animals: King Bird, Leopard Lizard, Jack Rabbit, Spadefoot Toad, and Tarantula

Plants: Agave Plant, Cactus, Ironwood Tree, and Mesquite Tree

Wetlands –

Animals: Beaver, Tiger Salamander, Mallard Duck, Bullfrog, Water Scorpion, and Trout

Plants: Cattail, Duckweed, Arrow Grass, Stream Orchid, and Maidenhair Fern

Arctic Tundra –

Animals: Caribou, Polar Bear, Arctic Fox, White Wolf, and Grizzly Bear

Plants: Arctic Moss, Bearberry, Caribou Moss, Diamond-Leaf Willow, and Arctic Willow